

**STATE OF MICHIGAN**

---

**GROUP THREE**

**SUPERVISOR COMPETENCIES  
BEHAVIORALLY ANCHORED RATING SCALES**

---

## ADAPTABILITY

Maintaining effectiveness when experiencing major changes in personal work tasks or the work environment; adjusting effectively to work within new work structures, processes, requirements or cultures.

| Needs Improvement  | Meets Expectations  | High Performing   |
|--|---|---|
| <ul style="list-style-type: none"> <li>■ Displays resistance and is uncomfortable with change. Does not cope well with change. Continues to rely upon existing approaches and procedures.</li> <li>■ Portrays a negative attitude toward change as well as those implementing the changes. Does not see the benefit in change and anticipates the worst.</li> <li>■ Unnecessarily questions change.</li> <li>■ Does not accept or support the overall vision for the department.</li> <li>■ Does little or nothing to help subordinates to accept change.</li> </ul> | <ul style="list-style-type: none"> <li>■ Attempts to understand changes in work tasks, situations, and environment as well as the logic or basis for change. Sets goals and priorities to accomplish change.</li> <li>■ Promotes and encourages change. Does what is necessary to adjust to change for self and others.</li> <li>■ Sees where change benefits the organization and the people in it.</li> <li>■ Deals effectively with changes in direction.</li> <li>■ Directs and assists subordinates through the change process.</li> </ul> | <ul style="list-style-type: none"> <li>■ Anticipates work changes and quickly adapts to the new situations and work requirements. Actively seeks information regarding new work situations.</li> <li>■ Approaches change in a positive manner. Handles change and new situations as opportunities for learning or growth and focuses on the beneficial aspects. Speaks positively regarding change to others. Sets a strong example for staff.</li> <li>■ Envisions the end results of change and follows through to ensure that changes are properly integrated and performed.</li> <li>■ Excels in an environment of frequently changing work structures and processes. Takes appropriate risks in order to implement change.</li> <li>■ Champions change. Supports subordinates' work as change agents.</li> </ul> |

# ALIGNING PERFORMANCE FOR SUCCESS

Focusing and guiding others in accomplishing work objectives.

| Needs Improvement   | Meets Expectations  | High Performing   |
|---|---|---|
| <ul style="list-style-type: none"> <li>Does not regularly provide feedback to staff on work performance; discusses performance primarily during the annual review.</li> <li>Does not set clear expectations for defining work success.</li> <li>Does not obtain or provide adequate training or experiences for staff to accomplish work objectives.</li> <li>Is not approachable to staff who have questions or seek advice on completing work effectively.</li> <li>Does not consistently emphasize the importance of high quality work; does not hold subordinates accountable for marginal quality work.</li> <li>Views performance appraisal/rating system as an obstacle to completing the work</li> <li>Does not understand subordinates in a way that allows identification of performance motivators.</li> </ul> | <ul style="list-style-type: none"> <li>Monitors performance and provides timely, objective, and insightful feedback in addition to the annual performance review.</li> <li>Sets performance objectives for the individual and/or the project; ensures that staff understand the assignment.</li> <li>Ensures that individuals have the proper training for the task at hand.</li> <li>Provides the necessary tools for staff to accomplish work objectives; helps to eliminate obstacles or problems.</li> <li>Holds team members accountable for achieving results.</li> <li>Works with subordinates to generate performance goals that are specific, measurable, and time-bound; establishes a mechanism for monitoring progress.</li> <li>Attends training courses and reviews materials that help identify staff motivators.</li> </ul> | <ul style="list-style-type: none"> <li>Consistently provides helpful feedback to maximize individual and team performance</li> <li>Sets high performance expectations for the individual or team; creates high levels of commitment and buy-in for results; holds others accountable for achieving the results.</li> <li>Seeks out training opportunities for staff.</li> <li>Takes necessary risks and action to successfully find resources, training, tools, etc. to support staff needs; is creative with regard to obtaining additional resources. Is consistently accessible to and approachable by staff.</li> <li>Consistently emphasizes the importance of high quality work, holds subordinates accountable for marginal quality work.</li> <li>Actively coaches others and works with them to create developmental opportunities to expand their knowledge and skill level; provides positive or constructive feedback and guidance for career development.</li> <li>Finds ways to leverage strengths of team members and manage limitations in order to deliver strong team results.</li> <li>Identifies appropriate rewards and recognizes excellence in ways that motivate others.</li> </ul> |

## BUILDING TRUST

Interacting with others in a way that gives them confidence in one's intentions and those of the organization.

| Needs Improvement   | Meets Expectations   | High Performing  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Does not treat others in a consistent and fair manner; reverses decisions often; "plays favorites" with some subordinates.</li> <li>Does not keep confidential information or personal information to self; shares inappropriate information.</li> <li>Does not timely communicate important information to employees and customers. Does not address problems and acts indirectly and passively with others.</li> <li>Does not take personal responsibility and places blame on others when things go wrong.</li> <li>Does not routinely follow through on commitments, if at all.</li> </ul> | <ul style="list-style-type: none"> <li>Interacts effectively with others. Is fair and consistent with staff. Treats others with respect.</li> <li>Is trustworthy with confidential information.</li> <li>Follows through on commitments and promises.</li> <li>Provides accurate information. Communicates openly and honestly with employees, peers, and supervisor.</li> <li>Accepts responsibility for one's actions, regardless of the outcome.</li> </ul> | <ul style="list-style-type: none"> <li>Consistently treats people with respect and fairness. Instills good work ethics, provides guidance, and supports others.</li> <li>Always keeps confidential or personal information to self when appropriate.</li> <li>Clearly articulates directions to others and follows through at all times. Meets all commitments and avoids over-commitment.</li> <li>Consistently provides available information on a timely basis. Is open and honest in communications on difficult issues.</li> <li>Openly accepts responsibility for setbacks and less successful endeavors by self or team; discusses how to amend the situation in the future, including modification of own efforts or actions.</li> </ul> |

## COACHING

Providing timely guidance and feedback to help staff strengthen specific knowledge and skill areas needed to accomplish a task or solve a problem.

| Needs Improvement  | Meets Expectations  | High Performing  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Does not provide assistance and feedback to staff. Retains power by not sharing information.</li> <li>Is not open to new ideas and does not solicit them from others.</li> <li>Provides inadequate directions to staff, making the work difficult or impossible to complete.</li> <li>Is inaccessible to staff and does not create time or tolerate questions and/or concerns.</li> <li>Does not coach or provide coaching opportunities; does not look at team approach as a coaching and/or mentoring opportunity.</li> </ul> | <ul style="list-style-type: none"> <li>Provides assistance and feedback to staff in a timely manner.</li> <li>Remains open and welcome to new ideas from others.</li> <li>Explains and demonstrates processes, procedures, and/or operations. Shares expectations with staff and provides clear directions.</li> <li>Always accessible to staff and encourages staff to ask questions and/or raise concerns.</li> <li>Acts as team player in accomplishing tasks and will involve less experienced staff to gain exposure to more difficult assignments.</li> </ul> | <ul style="list-style-type: none"> <li>Consistently furnishes timely and appropriate feedback for development and reinforcement. Provides credit to employees when appropriate.</li> <li>Solicits, listens to and acknowledges the ideas of others.</li> <li>Effectively coaches subordinates through processes by demonstration and discussion.</li> <li>Provides regular opportunities for staff to be involved in coaching and mentoring activities.</li> <li>Identifies and takes advantage of opportunities to build self-esteem of staff. Observes staff and creates coaching opportunities.</li> <li>Allows employees independence to complete work, only getting involved or intervening when absolutely necessary.</li> </ul> |

## COMMUNICATION

Clearly conveying and receiving information and ideas through a variety of media to individuals or groups in a manner that engages the audience, helps them understand and retain the message, and permits response and feedback from the listener.

| Needs Improvement   | Meets Expectations   | High Performing   |
|---|--|---|
| <ul style="list-style-type: none"> <li>■ Rarely disseminates information, if at all, or fails to transmit information in a timely manner.</li> <li>■ Frequently chooses inappropriate communication method (e.g. uses email to avoid face-to-face contact).</li> <li>■ Does not listen to or is not receptive to the ideas of others. Does not encourage staff to create new ideas.</li> <li>■ Provides inaccurate, unorganized and/or incomplete information to staff.</li> <li>■ Does not seek answers when process, directions, information, or goals are unclear.</li> <li>■ Communications reflect insensitivity to the feelings or needs of others.</li> <li>■ Does not listen effectively; often misunderstands or forgets communication.</li> </ul> | <ul style="list-style-type: none"> <li>■ Provides accurate, organized, timely, and complete information to staff.</li> <li>■ Utilizes appropriate communication tool based on information to be conveyed.</li> <li>■ Is receptive to the ideas of others. Encourages staff to create new ideas.</li> <li>■ Provides important information to employees in a timely manner.</li> <li>■ Seeks answers when does not understand process, directions, information, or goals.</li> <li>■ Uses appropriate tone, body language, correct spelling and grammar when interacting or corresponding with others.</li> <li>■ Listens effectively.</li> </ul> | <ul style="list-style-type: none"> <li>■ Clearly conveys information, expectations, and background in a timely manner. Shares the big picture with staff to clarify purpose and importance; stresses major points; follows a logical sequence.</li> <li>■ Utilizes and encourages others to use a wide variety of communication tools to convey information effectively and gain buy-in.</li> <li>■ Effectively uses information from others to improve current processes.</li> <li>■ Seldom misunderstood when giving direction and/or assignment.</li> <li>■ Highly effective when gathering information to assist in clarification.</li> <li>■ Shows an understanding of and adjusts to different communication styles.</li> <li>■ Highly effective in active listening; can accurately restate the sender's message in different words and terms while also considering the recipient's preferences and communication style.</li> </ul> |

## CUSTOMER FOCUS

Making customers and their needs a primary focus of one's actions; developing and sustaining productive customer relationships.

| Needs Improvement  | Meets Expectations  | High Performing   |
|--|---|---|
| <ul style="list-style-type: none"> <li>■ Inflexible or unwilling to take appropriate risks to meet the needs of the customer.</li> <li>■ Shows insensitively and abruptness toward customers. Responds negatively and defensively to complaints.</li> <li>■ Provides incompetent answers or does not give any information at all.</li> <li>■ Does not accept responsibility for one's actions and tasks. Makes excuses or blames others when problems are not solved.</li> <li>■ Does not listen to input from others. Responds untimely to feedback or complaints, if at all. Tends to avoid the customers.</li> <li>■ Uses existing rules or procedures to justify avoiding service to customer groups.</li> <li>■ Considers customer feedback as negative.</li> </ul> | <ul style="list-style-type: none"> <li>■ Openly receives feedback on customer service. Listens to customer needs and does what is required to service customers.</li> <li>■ Takes into consideration how actions or plans will affect the customers and accommodates as necessary. Offers alternatives to situations and changes direction to better meet customer needs.</li> <li>■ Meets or exceeds customer expectations by providing accurate, complete information.</li> <li>■ Accepts responsibility and takes action to address customer needs.</li> <li>■ Seeks to understand the reason for customer's needs. Adheres to time frames. Remains focused under pressure.</li> <li>■ Seeks out new customers and provides education on services provided.</li> <li>■ Openly accepts feedback.</li> </ul> | <ul style="list-style-type: none"> <li>■ Effectively prioritizes customer needs. Stays focused on customer's needs and offers alternatives as appropriate. Responds to feedback in a timely manner.</li> <li>■ Builds excellent rapport and cooperative relationship with the customer, general public, and/or client.</li> <li>■ Cooperates/coordinates with other departments to satisfy customer needs.</li> <li>■ "Goes the extra mile" to satisfy customer needs and frequently exceeds customer expectations.</li> <li>■ Works to eliminate barriers that interfere with providing outstanding customer service.</li> <li>■ Welcomes and solicits feedback and constructive criticism.</li> </ul> |

## DECISION MAKING

Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.

| Needs Improvement   | Meets Expectations   | High Performing  |
|---|--|--|
| <ul style="list-style-type: none"><li>■ Makes inappropriate or unauthorized decisions. Does not review appropriate information surrounding the decision making process, ignores the overall mission, and does not examine alternative solutions.</li><li>■ Does not see the big picture.</li><li>■ Seldom responds to problems, if at all; tends to avoid making decisions. Changes decisions frequently.</li><li>■ Dictates decisions while neglecting to provide rationale for the decisions.</li><li>■ Makes decisions based on inadequate information. Decisions are often not made in a timely manner.</li></ul> | <ul style="list-style-type: none"><li>■ Makes independent decisions when appropriate. Consults with others prior to making final decision when appropriate.</li><li>■ Demonstrates an understanding of the big picture and involves others in the decision making process to obtain buy-in before making decisions.</li><li>■ Makes decisions on a timely basis, commits to action, and follows up until decision is fully implemented.</li><li>■ Provides the appropriate amount of information when informing others of a decision. Clearly explains the rationale behind the decisions.</li><li>■ Analyzes problems, gathers applicable information and identifies issues relevant to problem areas before developing timely solutions.</li></ul> | <ul style="list-style-type: none"><li>■ Consistently generates alternative as well as creative solutions to solving problems.</li><li>■ Consistently incorporates elements of the big picture when making decisions to ensure effective participation by others.</li><li>■ Anticipates future problems and proactively responds.</li><li>■ Highly effective in providing rationale and explaining the decision making process.</li><li>■ Excels in organizing research surrounding a decision. Conducts or delegates appropriate investigative work before making decisions and responds in a timely manner.</li></ul> |



## DELEGATING RESPONSIBILITY

Allocating decision-making authority and/or task responsibility to appropriate others to maximize the organization's and individual's effectiveness.

| Needs Improvement   | Meets Expectations   | High Performing  |
|---|--|--|
| <ul style="list-style-type: none"> <li>■ Micro-manages projects.</li> <li>■ Does not explain expected outcomes to staff when assigning work.</li> <li>■ Does not delegate authority for projects; delegates responsibility for tasks only.</li> <li>■ Does not consider staff workload and schedules in delegation of new assignments.</li> <li>■ Delegates repeatedly to particular staff, playing favorites; doesn't promote employee development in making work assignments.</li> <li>■ Typically delegates routine and undesirable tasks to staff, while keeping more interesting projects for self.</li> <li>■ Assigns work to employees who lack the necessary skills and expertise to do the job effectively without providing appropriate training or resources.</li> <li>■ Delegates all work to avoid responsibility for outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>■ Delegates activities to others to complete; monitors progress toward completion of the work.</li> <li>■ Explains expected results and monitors progress toward completion of the project.</li> <li>■ Provides necessary authority and support to complete tasks.</li> <li>■ Balances workloads and schedules when assigning tasks.</li> <li>■ Recognizes strengths and weaknesses of team and makes assignments accordingly.</li> </ul> | <ul style="list-style-type: none"> <li>■ Delegates authority as well as responsibility for projects; provides support; empowers staff to exercise own judgment and expertise to complete project.</li> <li>■ Will delegate tasks to ease the workload, yet does not over-delegate solely to relieve own responsibility.</li> <li>■ Delegates activities to improve and develop staff capabilities; knows which activities can be effectively delegated to which staff.</li> <li>■ Provides opportunities that allow staff to develop.</li> <li>■ Strategically delegates projects and tasks to staff members who have the skills necessary to complete the job.</li> </ul> |

## DEVELOPING A SUCCESSFUL TEAM

Using appropriate methods and a flexible interpersonal style to help develop a cohesive team; facilitating the completion of team goals.

| Needs Improvement   | Meets Expectations   | High Performing  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Does not allow full involvement in decisions.</li> <li>Team members may generate ideas, but the leader makes all substantive decisions.</li> <li>Does not explain team goals and objectives and individual roles.</li> <li>Fails to provide the structure or support necessary for the team to function effectively.</li> <li>Allows one or more team members to unduly influence others.</li> <li>Does not allow team members to participate in the formulation of objectives.</li> </ul> | <ul style="list-style-type: none"> <li>Provides opportunities for involvement of team members in all phases of the project.</li> <li>Listens and incorporates team members' ideas in decisions; actively involves team in decision making.</li> <li>Ensures that all teams members understand their roles and how they relate to those of other team members.</li> <li>Shares recognition with team.</li> <li>Monitors team progress toward goals and regularly provides feedback to the team regarding their progress.</li> <li>Ensures that all members are part of the decision-making process.</li> <li>Formulates team objectives and defines expected outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>Consistently incorporates shared information into the process; creates an environment of openness and honesty.</li> <li>Values opinions of team members and acts to promote success of team.</li> <li>Consistently models the visions and values of the organization; builds a team committed to the same.</li> <li>Highly skilled in ensuring that all members and partners understand roles and objectives.</li> <li>Demonstrates partnership building skills; gives credit where credit is due.</li> <li>Regularly seeks feedback and provides necessary feedback to staff.</li> <li>Builds pride in team work and inspires members to excel.</li> <li>Effective in pulling from all sources relevant information to formulate team goals and objectives.</li> </ul> |

# MANAGING CONFLICT

Dealing effectively with others in antagonistic situations; using appropriate interpersonal styles and methods to reduce tension or conflict between two or more people.

| Needs Improvement   | Meets Expectations  | High Performing   |
|---|---|---|
| <ul style="list-style-type: none"> <li>■ Avoids conflict inappropriately.</li> <li>■ Does not steer the conflict to solution when involvement does occur. Looks for someone to blame.</li> <li>■ Does not keep an open mind; inflexible attitude/approach toward conflict resolution.</li> <li>■ Does not effectively diffuse issues; fails to generate options to resolve conflict.</li> <li>■ Does not remain objective toward the conflict, taking sides.</li> <li>■ Creates a work environment of distrust.</li> <li>■ Does not recognize potentially harmful or illegal (violent, dangerous, harassment, etc.) situations and fails to take action.</li> </ul> | <ul style="list-style-type: none"> <li>■ Allows those involved in the conflict to assist in developing a solution.</li> <li>■ Remains objective toward the conflict, listening to all sides.</li> <li>■ Works to resolve the conflict ensuring full understanding by all parties of the issues involved.</li> <li>■ Offers options to resolve conflict.</li> <li>■ Maintains an objective attitude/focus toward conflict resolution.</li> <li>■ Stresses respect and conflict resolution as expectations of staff.</li> <li>■ Recognizes potentially harmful or illegal (violent, dangerous, harassment, etc.) situations and takes appropriate actions.</li> </ul> | <ul style="list-style-type: none"> <li>■ Effectively resolves issues after collecting information from all relevant sources.</li> <li>■ Highly effective in generating win-win outcomes.</li> <li>■ Extremely adept and skilled at mediation of conflicts.</li> <li>■ Facilitates/assists in generating options to resolve conflict.</li> <li>■ Effective in pulling the positive from the conflict and using data to handle other problems.</li> <li>■ Anticipates potential conflicts and addresses issues before they escalate.</li> <li>■ Is skilled at recognizing and addressing potentially harmful or illegal (violent, dangerous, harassment, etc.) situations and taking appropriate action.</li> </ul> |

## PLANNING AND ORGANIZING WORK

Establishing courses of action for self and others to ensure that work is completed efficiently.

| Needs Improvement   | Meets Expectations   | High Performing  |
|---|--|--|
| <ul style="list-style-type: none"><li>■ Often does not seek the use of all resources to get the work done.</li><li>■ Does not manage time well; fails to plan and allocate time and resources appropriately.</li><li>■ Encounters an unusually high number of setbacks that delay work completion or project success.</li><li>■ Has difficulty prioritizing actions; needs a great deal of direction.</li></ul> | <ul style="list-style-type: none"><li>■ Identifies roadblocks to goal attainment and is able to adjust the plan to avoid them.</li><li>■ Reorganizes work activities when setbacks or changing priorities are encountered.</li><li>■ Follows up on progress toward plan of action in a timely manner. Completes tasks on time.</li><li>■ Effectively prioritizes work activities of self and others.</li></ul> | <ul style="list-style-type: none"><li>■ Understands objectives of the organization and is able to leverage resources effectively.</li><li>■ Effectively re-prioritizes tasks and projects as needed and ensures timely completion.</li><li>■ Consistently completes tasks ahead of schedule.</li><li>■ Anticipates the need for alternative courses of action and successfully implements contingencies in response to frequently changing demands; knows project status and risks at all times.</li></ul> |

## SAFETY AWARENESS

Being aware of conditions that affect employee safety.

| Needs Improvement   | Meets Expectations   | High Performing   |
|---|--|---|
| <ul style="list-style-type: none"><li>■ Complains about unsafe conditions or receives complaints but does not take action to address them.</li><li>■ Does not personally follow safety procedures; sees them as a hindrance to getting the work done.</li><li>■ Is ignorant of safety standards for self and staff.</li><li>■ Ignores changes in employee behavior or demeanor that may affect safety.</li><li>■ Does not ensure that safety standards are adhered to/enforced.</li><li>■ Does not enforce safety procedures.</li></ul> | <ul style="list-style-type: none"><li>■ Accepts responsibility for correcting safety hazards.</li><li>■ Personally follows written and verbal safety standards/procedures.</li><li>■ Committed to safety and well being of staff.</li><li>■ Addresses changes in employee behavior, demeanor, or attitude that may affect safety.</li><li>■ Makes safety awareness an expectation for self and staff.</li><li>■ Enforces safety procedures and provides alternative safe methods for completing process.</li></ul> | <ul style="list-style-type: none"><li>■ Identifies potential safety and health hazards before staff is exposed.</li><li>■ Consistently instills in staff an appreciation for the importance of adhering to safety procedures.</li><li>■ Responds to change in employee behavior proactively. Listens to problems and recommends sources of assistance.</li><li>■ Consistently includes staff in safety and health awareness issues.</li><li>■ Develops and implements safety standards above departmental norm.</li></ul> |

## STRESS TOLERANCE

Maintaining stable performance under pressure or opposition (such as time pressure or job ambiguity); handling stress in a manner that is acceptable to others and to the organization.

| Needs Improvement   | Meets Expectations  | High Performing   |
|---|---|---|
| <ul style="list-style-type: none"><li>■ Does not focus or think clearly under stress.</li><li>■ Does not complete assignment due to stress.</li><li>■ Is frequently absent when stressful assignments materialize.</li><li>■ Unable to foresee and avoid stressful situations.</li><li>■ Is not tolerant of staff or customer demands and/or equipment shortfalls.</li><li>■ Does not maintain positive relationships under stress.</li></ul> | <ul style="list-style-type: none"><li>■ Works effectively under stress.</li><li>■ Maintains productivity during times of high stress.</li><li>■ Is able to identify and provide alternatives to diminish stressful situations.</li><li>■ Maintains a positive attitude toward staff and customers when under stress.</li><li>■ Maintains positive and effective relationships under stress.</li></ul> | <ul style="list-style-type: none"><li>■ Explores options aside from policies and procedures to avoid stressful situations.</li><li>■ Maintains high level of productivity and excellence during stressful times. Provides rational explanations to customers when deadlines are not met due to high workload.</li><li>■ Effectively organizes activities to avoid situations that could cause stress.</li><li>■ Maintains a positive attitude during times of high stress and influences negative attitude of others.</li><li>■ Improves positive and effective relationships under stress.</li></ul> |

## TECHNICAL/PROFESSIONAL KNOWLEDGE & SKILLS

Possessing, acquiring, and maintaining the technical/professional expertise required to do the job effectively and to create customer solutions. Technical/professional expertise is demonstrated through problem solving, applying technical knowledge, and product and service management for the functional area in which one operates.

| Needs Improvement   | Meets Expectations  | High Performing   |
|---|---|---|
| <ul style="list-style-type: none"><li>■ Depth of expertise is not at the level required to consistently meet day-to-day needs.</li><li>■ Provides information that is incorrect or incomplete; develops solutions that only partially meet business needs due to gaps in technical knowledge.</li><li>■ Knowledge in the various areas of job activities is limited.</li><li>■ Views the job function and work contributions through a narrow perspective that is not closely linked to the organization's goals.</li></ul> | <ul style="list-style-type: none"><li>■ Knowledgeable of own technical area and service environment.</li><li>■ Serves as a resource to others on technical/work issues and problems.</li><li>■ Actively guides others in interpreting and solving work issues; accurately explains concepts so that the listener understands applying them effectively.</li><li>■ Effectively applies technical concepts within the field of work.</li><li>■ Actively supports continuous learning and keeps abreast of new developments within technical area.</li></ul> | <ul style="list-style-type: none"><li>■ Solves complex technical problems using advanced technical expertise.</li><li>■ Identifies opportunities and generates recommendations for the development of new technical solutions, products, and services within the work area.</li><li>■ Has in-depth understanding of the technical detail of one's field and continuously searches out best practices.</li><li>■ Possesses deep knowledge of area of expertise and frequently applies this knowledge as a subject matter expert externally or for other areas of the organization.</li></ul> |

## WORK STANDARDS

Setting high standards of performance for self and staff; assuming responsibility and accountability for successfully completing assignments or tasks; self-imposing standards of excellence rather than having standards imposed.

| Needs Improvement   | Meets Expectations   | High Performing   |
|---|--|---|
| <ul style="list-style-type: none"><li>■ Does not model examples of high performance/quality.</li><li>■ Does not encourage others to take responsibility for high quality.</li><li>■ Does not require staff to accept responsibility for incomplete assignments.</li><li>■ Disregards policies, procedures, and standards.</li></ul> | <ul style="list-style-type: none"><li>■ Frequently models examples of high performance/quality.</li><li>■ Encourages others to take responsibility for high quality.</li><li>■ Requires staff to accept responsibility for completing assignments.</li><li>■ Develops processes and procedures to improve performance of staff, strives for excellence; ensures that staff has the tools, resources, and training necessary to meet standards.</li></ul> | <ul style="list-style-type: none"><li>■ Consistently models examples of high performance/quality.</li><li>■ Consistently recognizes and rewards staff who meet/exceed expectations.</li><li>■ Highly effective in assisting and guiding staff to completion of assignments.</li><li>■ Involves others in setting goals and objectives.</li><li>■ Devises and maintains innovative tracking system for meeting quantifiable standards.</li><li>■ Inspires staff to continuously improve on past performance.</li></ul> |